

CRCSD Professional School Counselors

Counseling Plan of Services

June, 2009



Based on
**Iowa School Counseling
Program Framework
and the
ASCA National Model**

During the 2008-2009 school year, Grant Wood Area Education Agency (GWAEA) offered a Counselor Academy and the Cedar Rapids Community School District sent a team of K-12 counselors to participate.

Participants learned to use tools from the American School Counselor Association (ASCA) National Model to build a comprehensive school counseling program. The development of a K-12 comprehensive school counseling and guidance program supports SF 277 recently passed by the Iowa legislature. The resulting work focused on a comprehensive approach to program foundation, delivery, management, and accountability. It also provides a system that encourages and promotes each student's academic, career, and personal / social development in preparation for the challenges of the 21st Century.

This document is based on the Iowa School Counseling Program Framework and ASCA National Model, both of which provides a framework for implementing a comprehensive and accountable school counseling program that is considered best practice for the profession. A school counseling program is defined as an articulated, sequential K-12 program that is comprehensive in scope, preventive in nature, driven by data and integral to the school district's curricula and instructional program.

2008-2009 Counselor Academy Participants:

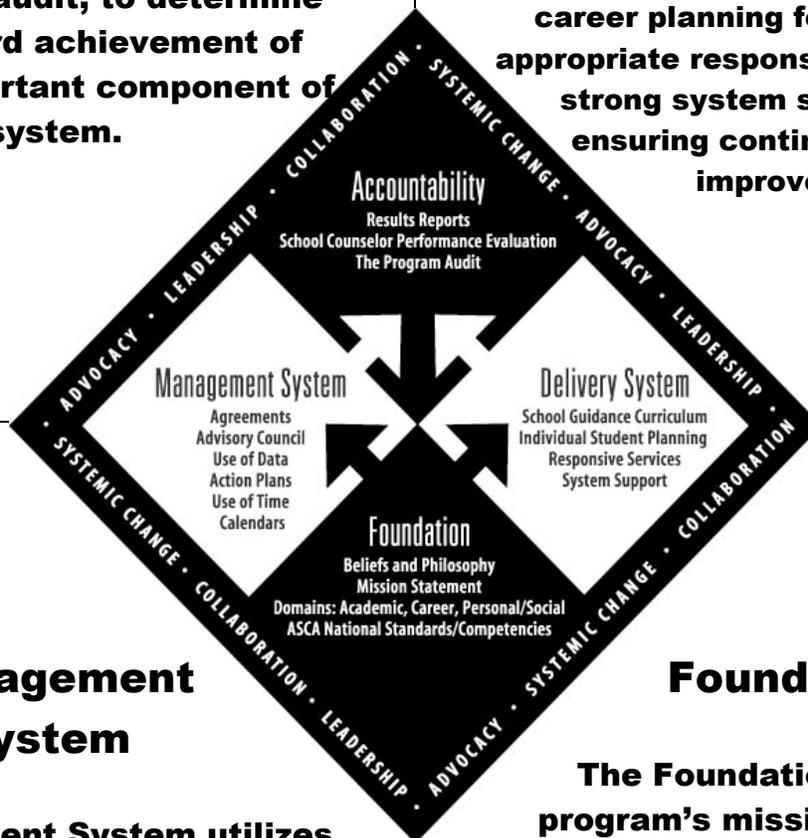
- Jen Byers, High School Counselor
- Lori Clore, High School Counselor
- Stephanie Cobert, Elementary Counselor
- Lisa Coyle, Elementary Counselor
- Andrea Dorr, Elementary Counselor
- Michelle Elam, Elementary Principal
- Jodi Fenton, Elementary Counselor
- Trevor Hagerman, Elementary Counselor
- Paul Hayes, Secondary Student Services
- Steve Hilby, Middle School Principal
- Denise Kinsella, Elementary Counselor
- Candace Lynch, Elementary Student Services
- Lois Mather, Elementary Counselor
- Emily McClain, High School Counselor
- Donna McCullough, High School Counselor
- Alice Means, Middle School Counselor
- Rachel Munger, Elementary Counselor
- Chris Nelson, Elementary Counselor
- Tara Noonan, Middle School Counselor
- Lynette Richards, High School Counselor
- Lindsey Schluckebier, Elementary Counselor
- Kathy Schulte, Middle School Counselor
- Stephanie Schutt, Elementary Counselor
- Cindy Stock, Elementary Principal

Accountability

The Accountability System addresses program effectiveness. To answer the question, “How are students different because of the school counseling program?”, a yearly program audit, to determine progress toward achievement of goals, is an important component of the system.

Delivery System

The Delivery describes methods and strategies for ensuring that all students receive the benefits of the program. Components include a well-defined, articulated, sequential K-12 counseling curriculum, individual academic and career planning for every student, appropriate responsive services, and a strong system support plan for ensuring continuous program improvement.



Management System

The Management System utilizes student data that is essential for setting priorities, creating yearly action plans, and scheduling the delivery system with the use of an annual calendar. Proficiency in the collection and use of data provides powerful information to plan the most effective programs.

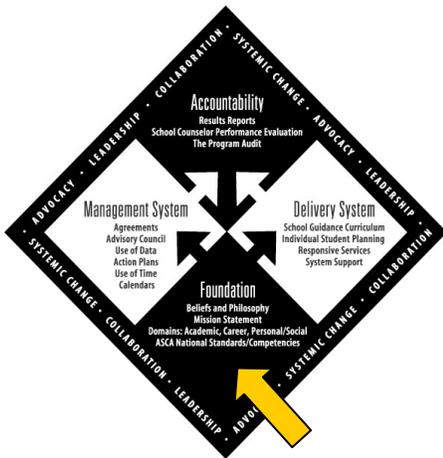
Foundation

The Foundation defines a program’s mission, goals, and purpose directly and is tied to the school district’s mission and school improvement goals. The foundation of the program emphasizes what all students, from kindergarten through 12th grade, should know, understand, and be able to do as a result of an effective school counseling program.

The foundation is made up of four components and provides the “*what*” of the program. What will every student know and be able to do because of participating in the school counseling program? Building a strong foundation is critical for the program to be an essential part of the total educational program (*Iowa School Counseling: A Program Framework, One Vision, One Voice, p. 6*).

Elements of the Foundation

- **Beliefs and Philosophy:** The philosophy is a set of principles (usually a set of “we agree” statements) that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy. (See the CRCSD counseling program beliefs and philosophy found on the following page).
- **Mission:** A mission statement describes the program’s purpose and provides the vision of what is desired for every student. A school counseling program mission statement aligns with the school and district missions. (See the CRCSD counseling program mission statement on the following page).
- **Domains:** The school counseling program facilitates student development in three broad domains: academic, career and personal / social. The CRCSD counseling program has adopted these domains as recommended by ASCA and the Iowa School Counseling Program Framework.
- **Local Standards and Benchmarks:** Standards and benchmarks define the knowledge, attitudes and skills students should demonstrate because of the participating in the school counseling program. The CRCSD counseling program has adopted the standards, competencies, and indicators recommended by ASCA.



CRCSD Counseling Mission and Philosophy

Mission Statement

To provide a comprehensive, developmental, and preventative school counseling program that addresses the academic, career, personal, and social development of every student.

Beliefs and Philosophy

The counselors in the Cedar Rapids Community Schools believe:

- All students have the right to be treated with dignity and respect
- Counseling services are available to all students
- Counseling programs promote the development of skilled, independent, and healthy lifelong learners
- All students, regardless of gender, ethnicity, culture, race, socioeconomic status, sexual orientation, or special needs have a right to an emotionally and physically safe learning environment

The comprehensive school counseling program will:

- Align with the national standards of the American School Counseling Association and the Iowa School Counseling Program Framework
- Be integral to the educational program of the school district
- Be based on specified goals and developmental student competencies for all students pre-K through 12
- Be planned and coordinated by school counseling teams in collaboration with school, family, and community representatives
- Use data to drive program development, intentional guidance, activities designed to close the achievement gap and program evaluation
- Provide structure for collaboration within the professional learning community to identify barriers to learning and implement appropriate learning supports
- Utilize the many combined resources of the community to deliver programs

School Counselors will:

- Abide by the professional school counseling ethics as advocated by the American School Counseling Association
- Design an annual district Individual Professional Development Plan that includes goals and strategies essential to maintaining a quality school counseling program
- Be evaluated by building administration utilizing the Iowa Teaching Standards in collaboration with the district counseling standard document

The team of school counselors that attended the 2008-2009 Counselor Academy, using the ASCA Standards, identified the critical indicators that should be covered in all three domains (Academic, Career, and Personal / Social) at each grade level. The following tables are the result of that work. The goal for the CRCSD K-12 School Counseling Program will be to continue to work towards addressing all of the ASCA Standards, Competencies, and Indicators throughout each student’s K-12 school career. These documents are a work in progress and will be addressed regularly.

Key for Reading the Tables on the following pages:

Green=Critical Indicator at K-2
Blue=Critical Indicator at 3-5
Yellow=Critical Indicator at 6-8
Pink=Critical Indicator at 9-12
X= The indicator is being addressed
Orange=A gap has been identified and the indicator is not currently being addressed for all students.

| ACADEMIC DEVELOPMENT DOMAIN <i>(Critical Indicators are Denoted by Colored Boxes at Various Grade Levels)</i> | K-2 | 3-5 | 6-8 | 9-12 |
|--|-----|-----|-----|------|
| Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | | | | |
| Competency A1 Improve Academic Self-concept | | | | |
| A:A1.1 articulate feelings of competence and confidence as learners | | | | |
| A:A1.2 display a positive interest in learning | X | X | X | |
| A:A1.3 take pride in work and achievement | | | X | |
| A:A1.4 accept mistakes as essential to the learning process | | | | |
| A:A1.5 identify attitudes and behaviors which lead to successful learning | | X | X | |
| Competency A2 Acquire Skills for Improving Learning | | | X | |
| A:A2.1 apply time management and task management skills | | | X | |
| A:A2.2 demonstrate how effort and persistence positively affect learning | X | X | X | |
| A:A2.3 use communications skills to know when and how to ask for help when needed | | | | |
| A:A2.4 apply knowledge and learning styles to positively influence school performance | | | X | |
| Competency A3 Achieve School Success | | | | |
| A:A3.1 take responsibility for their actions | X | X | X | |
| A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students | X | X | X | |
| A:A3.3 develop a broad range of interest and abilities | | X | X | |
| A:A3.4 demonstrate dependability, productivity, and initiative | | X | X | |
| A:A3.5 share knowledge | | | X | |
| Competency A1 Improve Academic Self-concept | | | | |
| A:A1.1 articulate feelings of competence and confidence as learners | | | | |

| ACADEMIC DEVELOPMENT DOMAIN (Continued) | K- 2 | 3- 5 | 6- 8 | 9- 12 |
|---|-----------------|-----------------|-----------------|------------------|
| Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. | | | | |
| Competency B1 Improve Learning | | | | |
| A:B1.1 demonstrate the motivation to achieve individual potential | | X | | |
| A:B1.2 learn and apply critical thinking skills | | X | X | |
| A:B1.3 apply the study skills necessary for academic success at each level | X | X | X | |
| A:B1.4 seek information and support from faculty, staff, family and peers | | | X | |
| A:B1.5 organize and apply academic information from a variety of sources | | | X | |
| A:B1.6 use knowledge of learning styles to positively influence school performance | | | X | |
| A:B1.7 become a self-directed and independent learner | X | X | X | |
| Competency B2 Plan to Achieve Goals | | | | |
| A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school | X | X | X | X |
| A:B2.2 use assessment results in educational planning | X | X | X | X |
| A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement | | | | X |
| A:B2.4 apply knowledge of aptitudes and interests to goal setting | | | X | X |
| A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals | X | X | | X |
| A:B2.6 understand the relationship between classroom performance and success in school | | | X | X |
| A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities | | | X | X |
| STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community. | | | | |
| Competency C1 Relate School to Life Experience | | | | |
| A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life | | | X | |
| A:C1.2 seek co-curricular and community experiences to enhance the school experience | | | X | |
| A:C1.3 understand the relationship between learning and work | X | X | X | |
| A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals | | | X | |
| A:C1.5 understand that school success is the preparation to make the transition from student to community member | X | X | X | |
| A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities | | | X | |

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| CAREER DEVELOPMENT DOMAIN <i>(Critical Indicators are Denoted by Colored Boxes at Various Grade Levels)</i> | K-2 | 3-5 | 6-8 | 9-12 |
|---|------------|------------|------------|-------------|
| STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions. | | | | |
| Competency A:1 Develop Career Awareness | | | | |
| C:A1.1 develop skills to locate, evaluate, and interpret career information | | | X | X |
| C:A1.2 learn about the variety of traditional and nontraditional occupations | | | | X |
| C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations | X | X | X | X |
| C:A1.4 learn how to interact and work cooperatively in teams | X | X | X | X |
| C:A1.5 learn to make decisions | X | X | X | X |
| C:A1.6 learn how to set goals | X | X | X | X |
| C:A1.7 understand the importance of planning | | | X | X |
| C:A1.8 pursue and develop competency in areas of interest | | | | X |
| C:A1.9 develop hobbies and vocational interests | | | | X |
| C:A1.10 balance between work and leisure time | | | | X |
| Competency A:2 Develop Employment Readiness | | | | X |
| C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills | X | X | X | X |
| C:A2.2 apply job readiness skills to seek employment opportunities | | | | X |
| C:A2.3 demonstrate knowledge about the changing workplace | | | | X |
| C:A2.4 learn about the rights and responsibilities of employers and employees | | | | X |
| C:A2.5 learn to respect individual uniqueness in the workplace | X | X | X | X |
| C:A2.6 learn how to write a resume | | | X | X |
| C:A2.7 develop a positive attitude toward work and learning | X | X | X | X |
| C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace | X | X | X | X |
| C:A2.9 utilize time and task-management skills | X | X | X | X |
| STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction. | | | | |
| Competency B:1 Acquire Career Information | | | | |
| C:B1.1 apply decision making skills to career planning, course selection, and career transition | | | X | |
| C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice | X | X | X | |
| C:B1.3 demonstrate knowledge of the career planning process | | | X | |

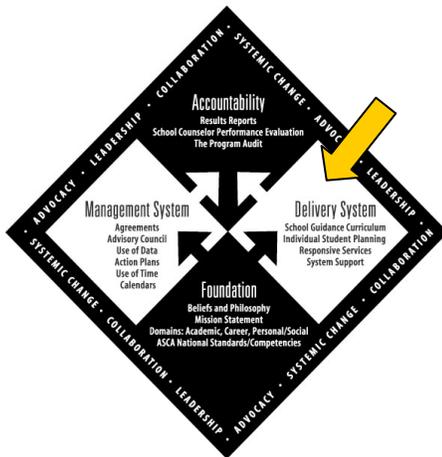
| CAREER DEVELOPMENT DOMAIN <i>(Continued)</i> | K-2 | 3-5 | 6-8 | 9-12 |
|--|------------|------------|------------|-------------|
| C:B1.4 know the various ways in which occupations can be classified | | | X | |
| C:B1.5 use research and information resources to obtain career information | | | X | |
| C:B1.6 learn to use the internet to access career planning information | | | X | |
| C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice | | | | |
| C:B1.8 understand how changing economic and societal needs influence employment trends and future training | | | | |
| Competency B:2 Identify Career Goals | | | | |
| C:B2.1 demonstrate awareness of the education and training needed to achieve career goals | | | X | |
| C:B2.2 assess and modify their educational plan to support career | | | X | |
| C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and / or other work experience | | | | |
| C:B2.4 select course work that is related to career interests | | | X | |
| C:B2.5 maintain a career planning portfolio | | | X | |
| STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work. | | | | |
| Competency C:1 Acquire Knowledge to Achieve Career Goals | | | | X |
| C:C1.1 understand the relationship between educational achievement and career success | | | X | |
| C:C1.2 explain how work can help to achieve personal success and satisfaction | | | X | |
| C:C1.3 identify personal preferences and interests which influence career choice and success | | | X | |
| C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills | | | X | |
| C:C1.5 describe the effect of work on lifestyle | | | | |
| C:C1.6 understand the importance of equity and access in career choice | | | | |
| C:C1.7 understand that work is an important and satisfying means of personal expression | X | X | | |
| Competency C2 Apply Skills to Achieve Career Goals | | | | |
| C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals | | | X | |
| C:C2.2 learn how to use conflict management skills with peers and adults | X | X | X | |
| C:C2.3 learn to work cooperatively with others as a team member | X | X | X | |
| C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and / or mentoring experiences | | | | |

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| PERSONAL / SOCIAL DOMAIN <i>(Critical Indicators are Denoted by Colored Boxes at Various Grade Levels)</i> | K-2 | 3-5 | 6-8 | 9-12 |
|--|------------|------------|------------|-------------|
| STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. | | | | |
| Competency A1 Acquire Self-Knowledge | | | | |
| PS:A1.1 develop positive attitudes toward self as a unique and worthy person | X | X | X | |
| PS:A1.2 identify values, attitudes and beliefs | X | X | X | |
| PS:A1.3 learn the goal-setting process | X | X | X | |
| PS:A1.4 understand change is a part of growth | | X | X | |
| PS:A1.5 identify and express feelings | X | X | X | |
| PS:A1.6 distinguish between appropriate and inappropriate behavior | X | X | X | |
| PS:A1.7 recognize personal boundaries, rights, and privacy needs | X | X | X | |
| PS:A1.8 understand the need for self-control and how to practice it | X | X | X | |
| PS:A1.9 demonstrate cooperative behavior in groups | X | X | X | |
| PS:A1.10 identify personal strengths and assets | X | X | X | |
| PS:A1.11 identify and discuss changing personal and social roles | | | X | |
| PS:A1.12 identify and recognize changing family roles | | | X | |
| Competency A2 Acquire Interpersonal Skills | | | | |
| PS:A2.1 recognize that everyone has rights and responsibilities | X | X | X | |
| PS:A2.2 respect alternative points of view | X | X | X | |
| PS:A2.3 recognize, accept, respect and appreciate individual differences | X | X | X | |
| PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity | X | X | X | |
| PS:A2.5 recognize and respect differences in various family configurations | X | X | X | |
| PS:A2.6 use effective communications skills | X | X | X | |
| PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior | X | X | X | |
| PS:A2.8 learn how to make and keep friends | X | X | X | |
| STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals. | | | | |
| Competency B1 Self-Knowledge Application | | | | |
| PS:B1.1 use a decision-making and problem-solving model | X | X | X | |
| PS:B1.2 understand consequences of decisions and choices | X | X | X | |
| PS:B1.3 identify alternative solutions to a problem | X | X | | |
| PS:B1.4 develop effective coping skills for dealing with problems | X | X | X | |
| PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions | X | X | X | |
| PS:B1.6 know how to apply conflict resolution skills | X | X | X | |
| PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences | X | X | X | |

| PERSONAL / SOCIAL DOMAIN <i>(Continued)</i> | K-2 | 3-5 | 6-8 | 9-12 |
|--|------------|------------|------------|-------------|
| PS:B1.8 know when peer pressure is influencing a decision | | X | X | |
| PS:B1.9 identify long- and short-term goals | | X | X | |
| PS:B1.10 identify alternative ways of achieving goals | | | X | |
| PS:B1.11 use persistence and perseverance in acquiring knowledge and skills | X | X | X | |
| PS:B1.12 develop an action plan to set and achieve realistic goals | | | X | |
| STANDARD C: Students will understand safety and survival skills. | | | | |
| Competency C1 Acquire Personal Safety Skills | | | | |
| PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact) | X | X | | |
| PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual | X | X | | |
| PS:C1.3 learn about the differences between appropriate and inappropriate physical contact | X | X | X | |
| PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy | X | X | X | |
| PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help | | X | | |
| PS:C1.6 identify resource people in the school and community, and know how to seek their help | X | X | X | |
| PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices | X | X | X | |
| PS:C1.8 learn about the emotional and physical dangers of substance use and abuse | | | X | |
| PS:C1.9 learn how to cope with peer pressure | | | X | |
| PS:C1.10 learn techniques for managing stress and conflict | | X | X | |
| PS:C1.11 learn coping skills for managing life events | X | X | X | |



The delivery system is the “how” of the implementation process. There are four components in the delivery system: school counseling curriculum, individual student planning, responsive services and system support. All activities conducted by a school counselor fit into one of these four areas (*Iowa School Counseling: A Program Framework, One Vision, One Voice, p. 8*).

| <h2>Delivery System</h2> | |
|---|---|
| <p><u>School Guidance Curriculum</u></p> <p>Embedded within the district’s overall curriculum and delivered in collaboration with instructional staff.</p> <ul style="list-style-type: none"> • Classroom instruction • Interdisciplinary curriculum • Group activities • Parent workshops and instruction | <p><u>Responsive Services</u></p> <p>Proactive and responsive interventions to meet students’ immediate needs.</p> <ul style="list-style-type: none"> • Consultation • Intentional small group counseling • Intentional individual counseling • Crisis counseling / response • Referrals • Peer facilitation |
| <p><u>Individual Student Planning</u></p> <p>Systemic activities to assist each student in developing educational, career, and personal / social goals.</p> <ul style="list-style-type: none"> • Individual or small group appraisal • Individual or small group advisement • Student core curriculum plan | <p><u>System Support</u></p> <p>Management activities that establish, maintain, and enhance the total school counseling program.</p> <ul style="list-style-type: none"> • Professional development • Consultation • Collaboration • Teaming • Program management and operation |

| ASCA Delivery System Descriptors | | | |
|--|---|---|--|
| Guidance Curriculum | Individual Student Planning | Responsive Services | System Support |
| Consists of structured developmental lessons designed to reach ALL students. | Consists of on-going systemic activities designed to assist individual students in establishing goals and developing future plans. | Consists of activities to meet the immediate need of students: counseling, referral, peer mediation, information. | Consists of management activities that establish, maintain and enhance the total school counseling program in the areas of professional development, consultation/collaboration/teaming, and program management and maintenance. |
| Classroom Instruction: school counselors provide instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in classrooms or other school facilities. | Individual or small group appraisal: Analyzing students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long range plans. In high school, counselors should meet with students yearly to develop and revise students' academic plans. | Consultation: Counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates. | Professional Development: School counselors are involved regularly in updating and sharing their professional knowledge and skills through: inservice training (attendance and/or facilitation), professional association membership, post-graduate education. |
| Interdisciplinary curriculum: school counselors participate on teams to develop and refine curriculum in content areas. These teams develop guidance curriculum that integrates with subject matter and may be delivered through other classroom disciplines. | Individual or small group advisement: School counselors advise students using personal/social, educational, career and labor market information in planning personal, educational, and occupational goals. Involvement of students, families, and the school in planning students' programs that meet their needs is critical. | Individual and Small Group Counseling: Counseling is provided in a small or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Such counseling is short term in nature. <i>School counselors do not provide therapy.</i> Referrals are made to community agencies as appropriate. | Consultation, Collaboration, and Teaming: Through consultation, partnering, collaborating, and teaming, school counselors provide important contributions to the school system through: consultation, partnering with staff, parents/guardians and community relations, community outreach, advisory councils, and district committees. |
| Group Activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests. | Examples of topics include: test score review, promotion and retention information, career decision making, yearly course selection, financial aid, interest inventories, senior exit interview and surveys, four-year or six-year plans, social skills, test-taking strategies, college selection, job shadowing, senior planning appointments, review of behavior plans. | Crisis Counseling: Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is usually short term and temporary in nature. Referrals are made to community agencies as appropriate and necessary. | Program Management and Operations: this includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as member of the school staff such as: management activities, data analysis, and fair share responsibilities. |
| Parent workshops and instruction: School counselors conduct workshops and informational sessions for parents / guardians to address needs of the school community and to reflect the guidance curriculum. | Student Core Curriculum Plans: These plans are for all students, grades, 8-12. They provide an opportunity for students to lay out a realistic plan for their future. Implementation strategies support school in helping students reach their goals and ultimately impact student achievement. | Referrals: Counselors use referral sources to deal with crises such as suicidal ideation, violence, depression, abuse, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services. | |



For a school counseling program to be efficient and positively impact all students, the school counselor needs an organizational process and tools to guarantee that the program is organized, clearly defined and reflective of the school’s needs. An effective management system defines:

- WHO will implement the program?
- WHEN will they deliver the activities or curriculum?
- WHY will certain activities or curriculum be used?
- WHAT authority will guide the overall program?

(Iowa School Counseling: A Program Framework, One Vision, One Voice, p. 11).

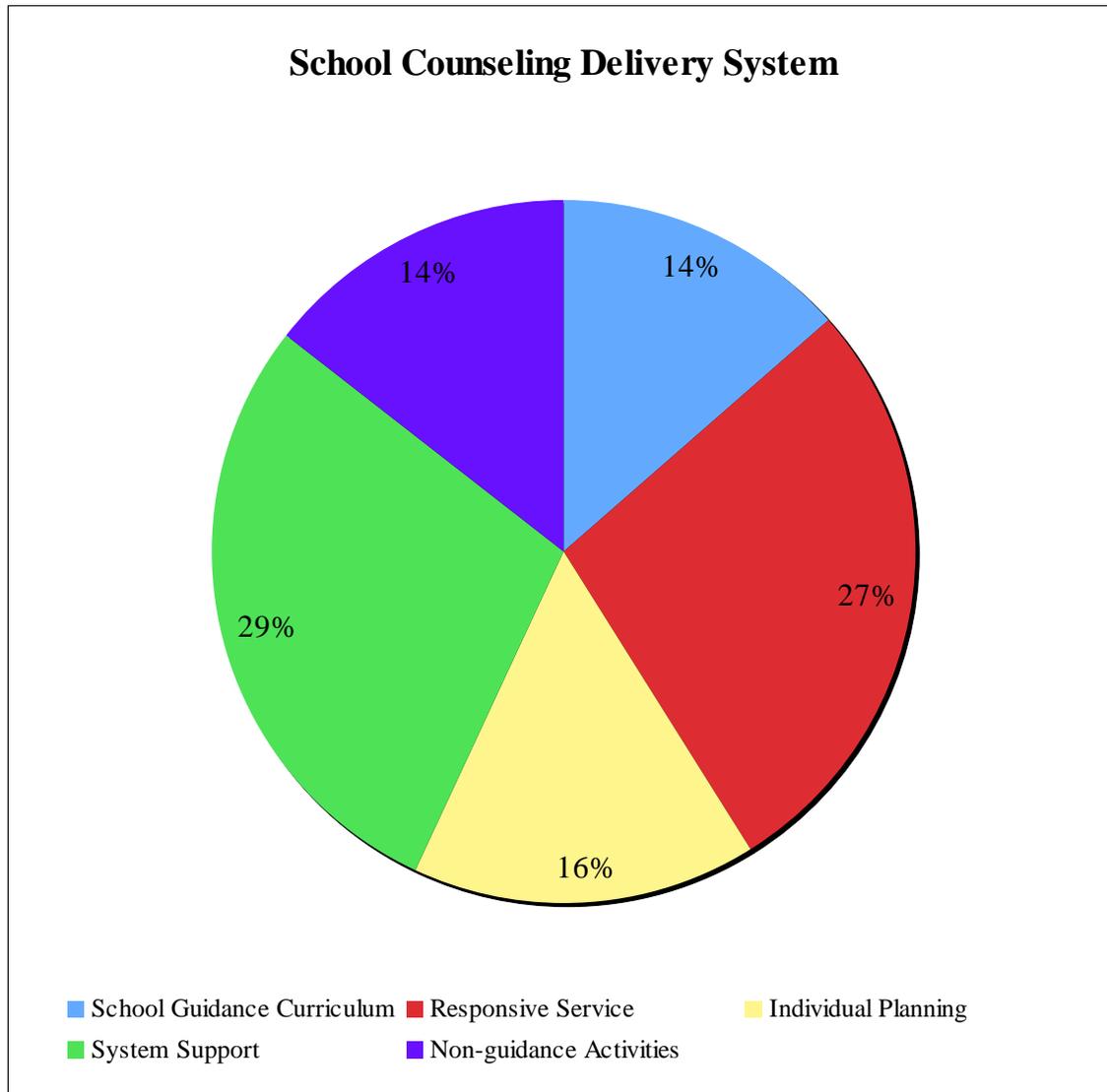
This is done through the following components:

1. **Management agreements** define the responsibilities of the counselor and administrator for the operation of the school counseling program. These agreements are reviewed each year.
2. **Advisory council** is a group of people appointed to review guidance program results and make recommendations to the department, administration and school board regarding program priorities.
3. **Calendars** (master and weekly) are developed and published to ensure that stakeholders know what is scheduled and that planned activities are accomplished.
4. **Use of time** – time allocation by school counselors for direct service to students is a priority. Counselors need to spend the majority of their time in counseling activities with students. Counselors also need time for collaborating with parents, staff, community, and other stakeholders. There are many differences in the 34 schools in the CRCSD all with a variety of student needs. The following diagram provides recommended ASCA guidelines regarding use of time in managing a comprehensive school counseling program. Our goal in the CRCSD will be for counseling programs to work toward these guidelines while meeting the needs of their individual buildings

American School Counseling Association Guidelines

| Component | Elementary | Middle | High |
|---------------------|------------|---------|---------|
| Guidance Curriculum | 35%-45% | 25%-35% | 15%-25% |
| Individual Planning | 5%-10% | 15%-25% | 25%-35% |
| Responsive Services | 30%-40% | 30%-40% | 25%-35% |
| System Support | 10%-15% | 10%-15% | 15%-20% |

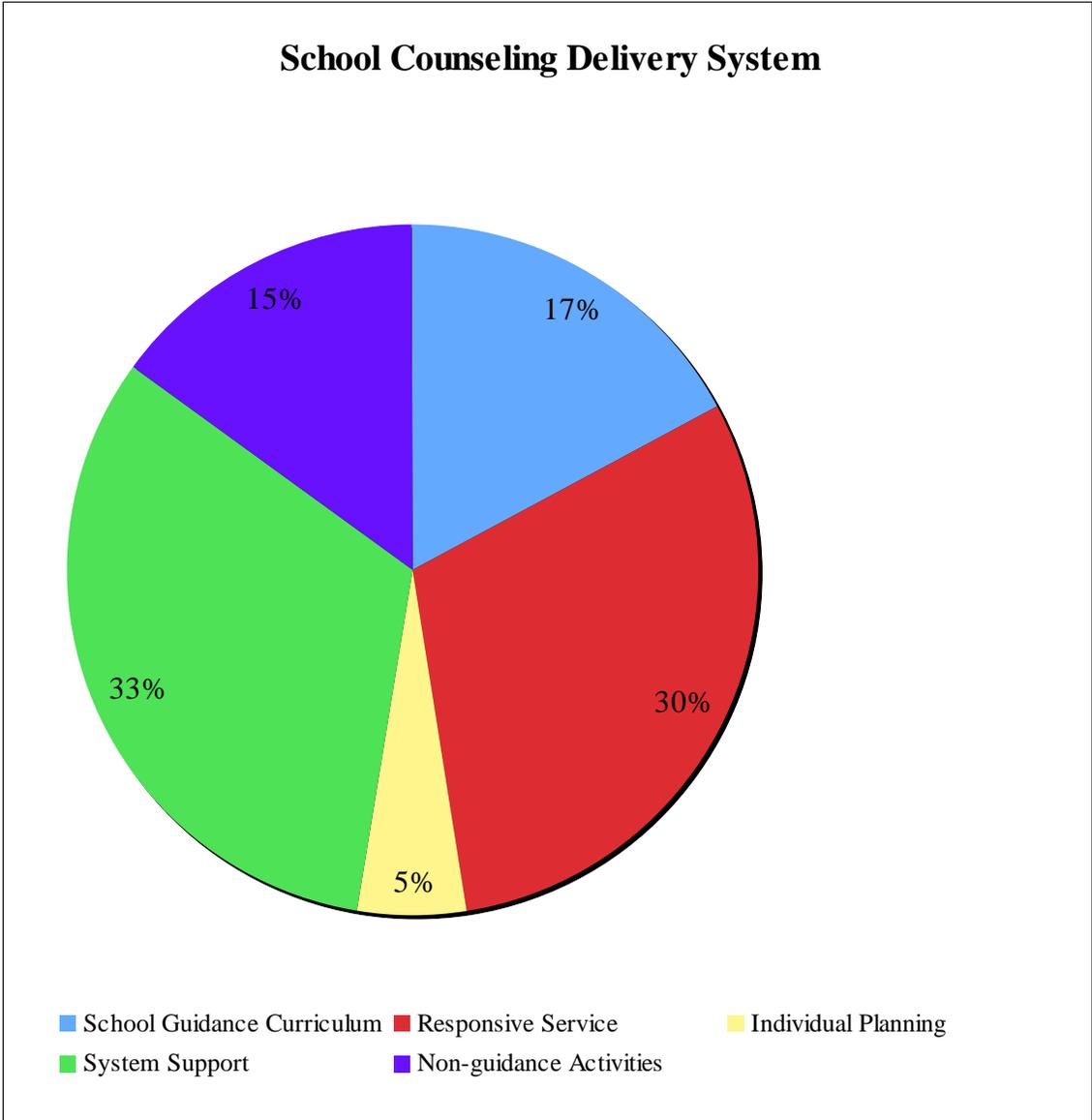
All-Level District Time Audit Results Spring, 2009



*American
School
Counseling
Association
Guidelines*

| Component | Elementary | Middle | High |
|---------------------|------------|---------|---------|
| Guidance Curriculum | 35%-45% | 25%-35% | 15%-25% |
| Individual Planning | 5%-10% | 15%-25% | 25%-35% |
| Responsive Services | 30%-40% | 30%-40% | 25%-35% |
| System Support | 10%-15% | 10%-15% | 15%-20% |

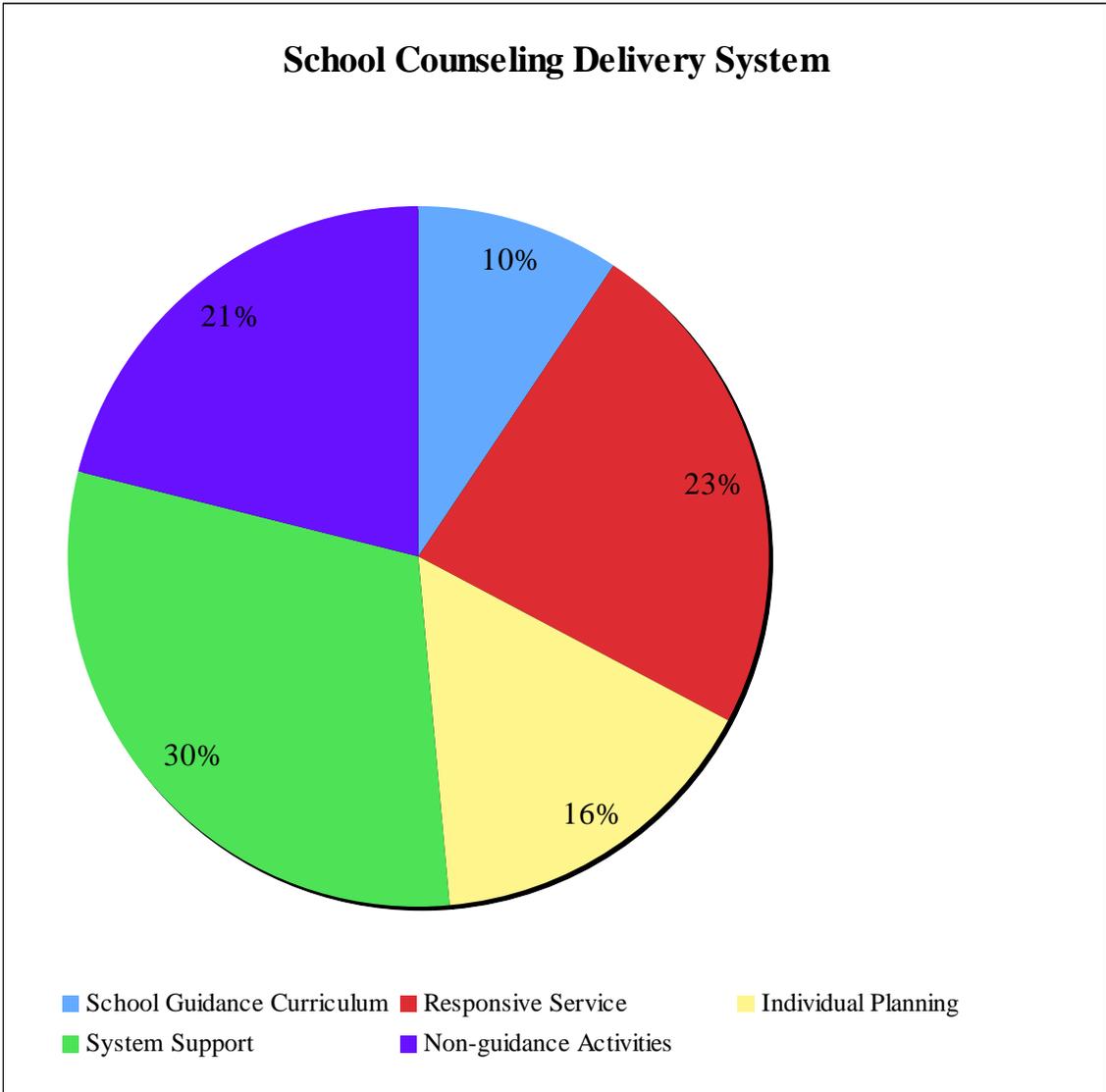
Elementary Time Audit Results Spring, 2009



American School Counseling Association Guidelines

| Component | Elementary | Middle | High |
|---------------------|------------|---------|---------|
| Guidance Curriculum | 35%-45% | 25%-35% | 15%-25% |
| Individual Planning | 5%-10% | 15%-25% | 25%-35% |
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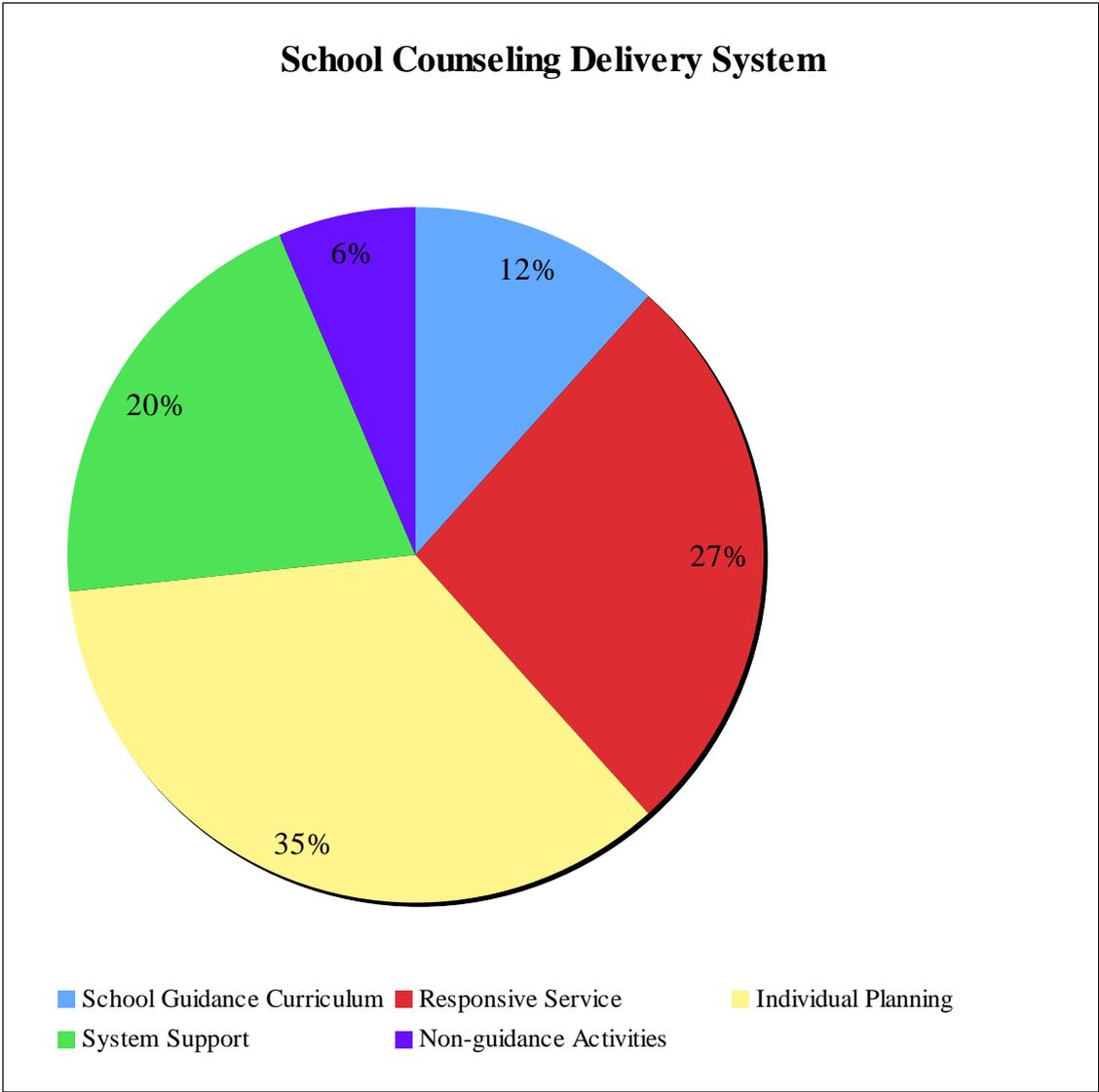
Middle School Time Audit Results Spring, 2009



American School Counseling Association Guidelines

| Component | Elementary | Middle | High |
|---------------------|------------|---------|---------|
| Guidance Curriculum | 35%-45% | 25%-35% | 15%-25% |
| Individual Planning | 5%-10% | 15%-25% | 25%-35% |
| Responsive Services | 30%-40% | 30%-40% | 25%-35% |
| System Support | 10%-15% | 10%-15% | 15%-20% |

High School Time Audit Results Spring, 2009



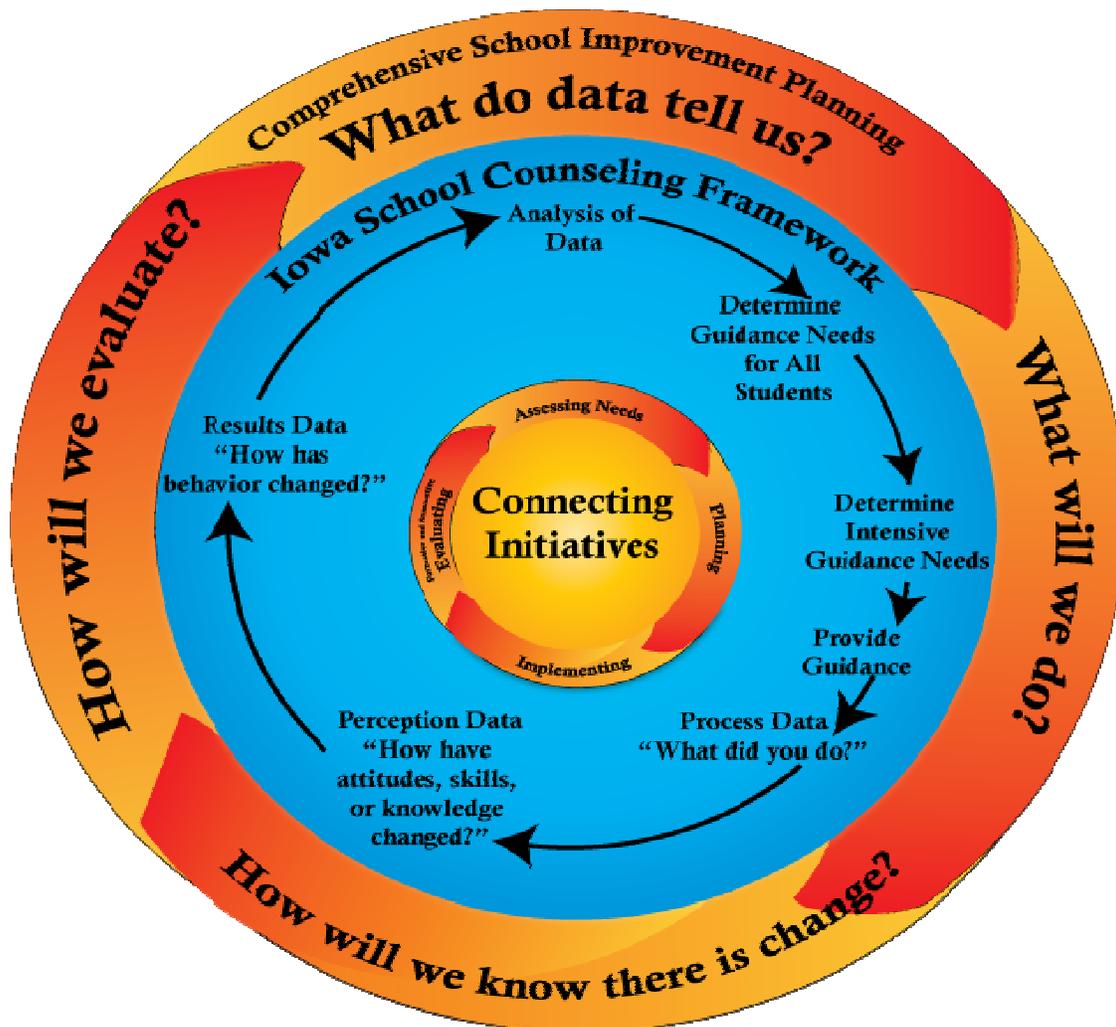
American School Counseling Association Guidelines

| Component | Elementary | Middle | High |
|---------------------|------------|---------|---------|
| Guidance Curriculum | 35%-45% | 25%-35% | 15%-25% |
| Individual Planning | 5%-10% | 15%-25% | 25%-35% |
| Responsive Services | 30%-40% | 30%-40% | 25%-35% |
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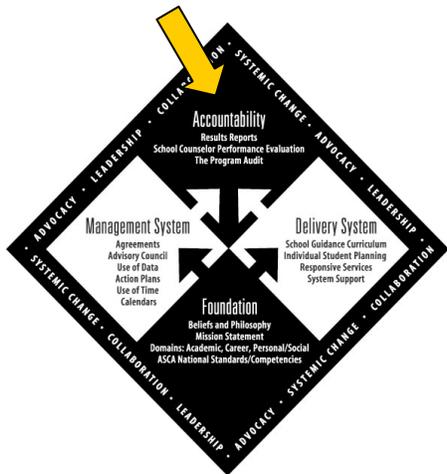
5. **Use of data** – a school counseling program is data driven. The use of data to effect change within the school system is essential to ensure that every student receives the benefits of the school counseling program.

School counselors must show how each activity, implemented as part of the program, was developed from a careful analysis of the data, need and achievement. The ultimate goal of a school counseling program is to support the school’s academic mission. Ensuring academic achievement for every student requires school counselors to examine student data and then strategically design programs to help minimize barriers for learners.

The figure below illustrates how school counselors follow the school improvement process to evaluate and drive their program based on data.



(Iowa School Counseling: A Program Framework, One Vision, One Voice, p. 12).

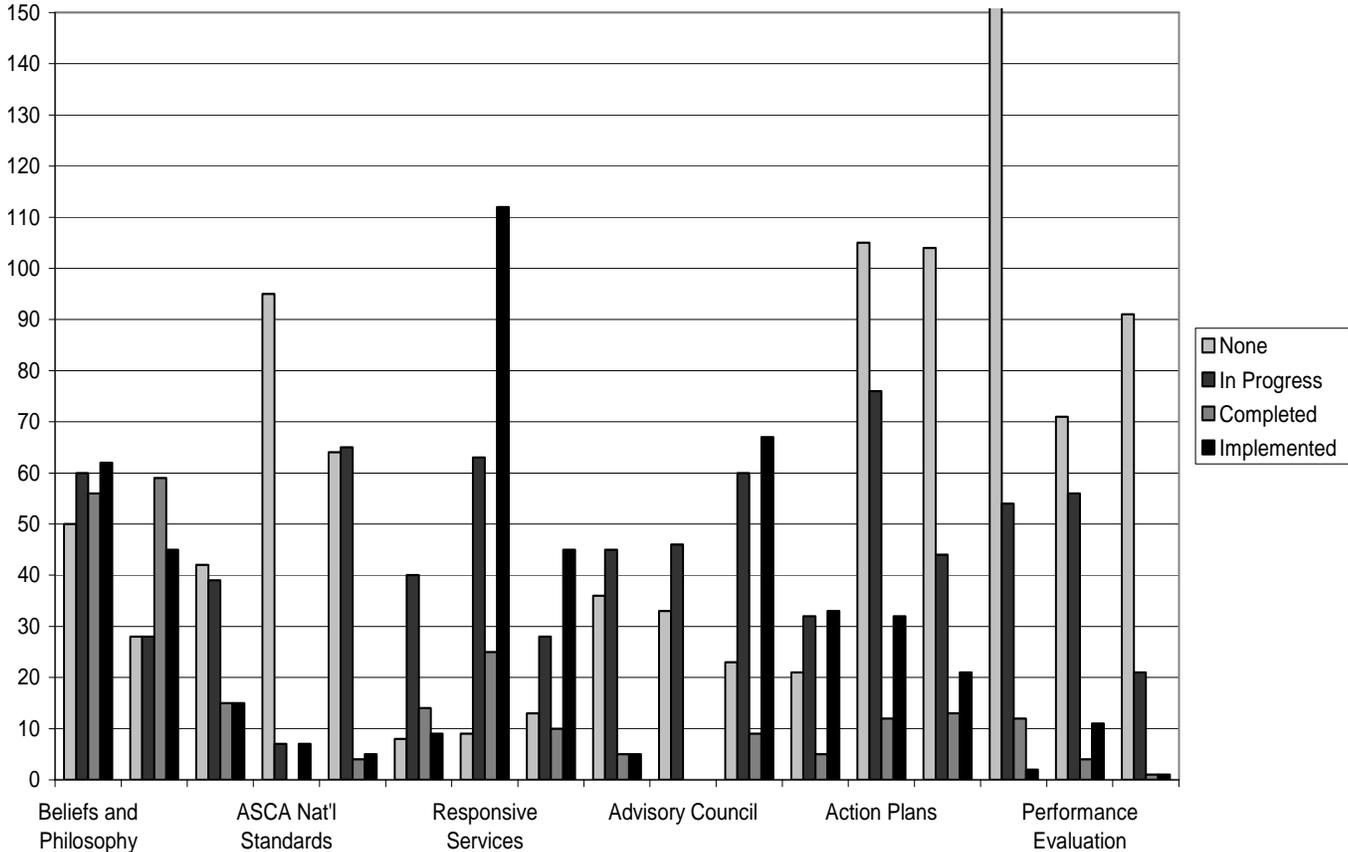


The accountability system addresses program effectiveness. It consists of the following components:

- Results reports
- School counselor performance evaluation
- Yearly program audit

2008-2009 Program Audit Data

District Audit Data
Fall, 2008



Results Reports

The accountability system answers the question, “How are students different as a result of the program?” Accountability is rooted in data. For a school counseling program to be accountable, it must be built upon data driven decisions. Without data, school counselors do not have a full story of what their students are accomplishing or the facts that point to real need. Data captures the picture of students’ successes as well as the challenges and concerns in the building. Disaggregating data uncovers equity and access issues. It may drive classroom instruction for all students and help counselors design and implement intentional guidance activities for those students that need more. While standards guide instruction, data assists counselors in identifying the greatest needs in the school.

Time based data includes:

- *Short-term data* (immediate data) provides *process data* on what occurred within the counseling activity, as well as *perception data* via pre/post of the activity’s impact on students’ skills and knowledge
- *Intermediate data* is collected at various sets of times throughout the school year (i.e. monthly reports) to indicate progress towards the goal
- *Long-term data* is collected over an extended time period (i.e. year to year) to provide data that can inform counselors about outcomes, trends and shifts in areas of need that impact future interventions

Historically, school counselors have collected process data. Process data shows what the counselor did and for whom it was done. Today, counselors also assess using perception and results data. Perception data tells what a student learned in terms of attitudes, skills, and knowledge (ASK) to change behavior. Results data is evidence that the activity for intervention has or has not positively impacted the student’s knowledge, attitudes, skills to improve achievement-related and achievement data.

School counselors in the Cedar Rapids Community School District will work toward a goal of collecting and analyzing a variety of data to steer the programs within each building.

From: Iowa Department of Education (2008), Iowa School Counseling, A Program Framework: One Vision, One Voice.

School Counselor Performance Evaluation

In 2005, a committee of educators worked to create a document that would school counselor expectations with the Iowa Teaching Standards that counselors are evaluated on. On the following pages are the documents that depict what each standard might look like in the specific school counseling position at the elementary, middle and high school levels. Administrators use these documents as a guide as they evaluate school counselors.

Elementary Counselors

| Standard 1 | |
|--|---|
| Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. | |
| Criteria—The Counselor | Elementary Counseling Services |
| <p>a. Provides evidence of student learning to students, families, and staff.</p> | <ul style="list-style-type: none"> ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Participates in conferences, Child Study Meetings, IEP meetings, etc. ▪ Interprets tests for parents, students and teachers ▪ Provides classroom observations ▪ Initiates, coordinates and facilitates testing (ITBS, CoGAT, Academic/Psychological testing, etc.) |
| <p>b. Implements strategies supporting student, building, and district goals.</p> | <ul style="list-style-type: none"> ▪ Initiates the process of evaluation for special services (IDM Model, referrals to Child Study Teams, etc.) ▪ Participates in the development and implementations of accommodations, 504 Plans, PACT, Special Services staffings and referrals, retention, attendance and acceleration ▪ Assists in Student Goal Setting ▪ Initiates, coordinates, and facilitates testing (ITBS, CoGAT, Academic/Psychological testing) |
| <p>c. Uses student performance data as a guide for decision-making.</p> | <ul style="list-style-type: none"> ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Participates in the development and implementations of accommodations, 504 Plans, PACT, Special Services staffings and referrals, retention, attendance and acceleration ▪ Shares performance/progress information with parents, students, and teacher as necessary ▪ Interprets test scores, levels, progress monitoring, benchmarks |

Elementary Counselors

Elementary Counselors

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| <p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p> | <ul style="list-style-type: none"> ▪ Collaborates in formulating accommodations, IDM and 504 Plans ▪ Provides communication (initiating/returning phone calls, E-mail, snail mail, faxes, etc.) to and from students, parents, and staff ▪ Refers and exchanges information with outside agencies ▪ TRIBES, Boys Town, conflict managers, etc. ▪ Facilitates personal skills development such as self awareness, decision making and problem solving ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Develops behavior plans for students, collaboration with parents/teachers on behavior modification concerns |
| <p>e. Creates an environment of mutual respect, rapport, and fairness.</p> | <ul style="list-style-type: none"> ▪ Facilitates social skills development through strategies such as anger management, conflict resolution, friendship skills, cooperation, etc. ▪ TRIBES, Boys Town, conflict managers, etc. ▪ Facilitates personal skills development such as self awareness, decision making and problem solving ▪ Negotiates conflict situations between students where appropriate |
| <p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p> | <ul style="list-style-type: none"> ▪ Participates in teacher support teams, Child Study Teams, parent/teacher conferences, IEP meetings, home visits, transitioning visits, etc. ▪ Provides referrals/information exchanges with outside agencies (learning centers) ▪ Works with students on organizational, study and test taking skills ▪ Collects data and provides progress monitoring |

Elementary Counselors

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| <p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p> | <ul style="list-style-type: none"> ▪ Communicates with school, parents and community via newsletters, memos, letters, notes, etc. ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Participates in conferences, Child Study Meetings, IEP meetings, etc. ▪ Refers and exchanges information with outside agencies ▪ Collects data and provides progress monitoring ▪ Refers students/families to supportive community based-programs ▪ Communicates special needs concerns regarding student/family with staff when circumstances are likely to affect academic/school performance |
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Elementary Counselors

| Standard 2 | |
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| Demonstrates competence in content knowledge appropriate to the teaching position. | |
| Criteria—The Counselor | Elementary Counseling Services |
| <p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p> | <ul style="list-style-type: none"> ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Interprets assessments |
| <p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> | <ul style="list-style-type: none"> ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Develops behavior plans for students ▪ Facilitates personal skill development such as self awareness, decision making and problem solving |
| <p>c. Relates ideas and information within and across content areas.</p> | <ul style="list-style-type: none"> ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Acts as a clearinghouse to connect parents and the appropriate personnel for meeting student/family needs ▪ Collaborates with teachers in planning career programs, field trips, and exposing students to a variety of career/work areas ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) |
| <p>d. Understands and uses instructional strategies that are appropriate to the content area.</p> | <ul style="list-style-type: none"> ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Provides classroom observations on an individual students or groups of students ▪ Works with students on organizational, study, and test taking skills |

Elementary Counselors

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| Standard 3 Demonstrates competence in planning and preparing for instruction. | |
| Criteria—The Counselor Elementary Counseling Services | |
| <p>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Participates in the development and implementation of district curriculum ▪ Interprets test scores, levels, progress monitoring, and benchmarks ▪ Participates in and acknowledges building or district norms |
| <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> | <ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Coordinates transitional activities for students entering the school as new students or moving on to middle school ▪ Manages special student groups such as student counsel, conflict managers, etc. ▪ Facilitates social/behavioral programs such as TRIBES, Boys Town, conflict managers, etc. ▪ Facilitates personal skills development such as self awareness, decision making and problem solving ▪ Facilitates social skills development such as anger management, conflict resolution, friendship skills, cooperation |
| <p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Collaborates with teachers in planning career programs, field trips and exposing students to a variety of career/work areas |
| <p>d. Selects strategies to engage all students in learning.</p> | <ul style="list-style-type: none"> ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Collaborates with teachers in planning career programs, field trips and exposing students to a variety of career/work areas |

Elementary Counselors

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| <p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p> | <ul style="list-style-type: none">▪ Collaborates with colleagues, fellow counselors (sharing of ideas, curriculum resources, methods, etc.) |
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Elementary Counselors

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| <p>Standard 4 Uses strategies to deliver instruction that meet the multiple learning needs of students.</p> | |
| <p>Criteria—The Counselor Elementary Counseling Services</p> | |
| <p>a. Aligns classroom instruction with local standards and district curriculum.</p> | <ul style="list-style-type: none"> ▪ Honors local standards and district curriculum when providing classroom guidance experiences ▪ Participates in the development and implementation of district curriculum |
| <p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p> | <ul style="list-style-type: none"> ▪ Implements research based strategies when delivering guidance experiences ▪ Uses research based curriculum when delivering guidance experiences |
| <p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> | <ul style="list-style-type: none"> ▪ Confers with parents and staff when dealing with unusual student situations/behavior ▪ Participates in conferences, Child Study Meetings, IEP meetings, etc. ▪ Honors individual students' customary adjustments needs in the classroom |
| <p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> | <ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers and community service project groups ▪ Provides developmentally appropriate guidance experiences for individual students, small groups or classrooms ▪ Coordinates transitional services for students entering the school as new students or moving on to middle school ▪ Facilitates social skills development such as anger management, conflict resolution, friendship skills, cooperation ▪ Refers students to supportive community-based programs |
| <p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p> | <ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance ▪ Attempts to build connections with student and families |

Elementary Counselors

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| <p>f. Uses available resources, including technologies, in the delivery of instruction.</p> | <ul style="list-style-type: none">▪ Utilizes a variety of resources when delivering guidance experiences▪ Collaborates with colleagues, fellow counselors (sharing of ideas, curriculum resources, methods, etc.) |
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Elementary Counselors

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| Standard 5 Uses a variety of methods to monitor student learning. | |
| Criteria—The Counselor Elementary Counseling Services | |
| <p>a. Aligns classroom assessment with instruction.</p> | <ul style="list-style-type: none"> ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Interprets tests for parents, students and teachers ▪ Provides classroom observations |
| <p>b. Communicates assessment criteria and standards to all students and parents.</p> | <ul style="list-style-type: none"> ▪ Participates in parent/teacher conferences, IEP meetings and home visits ▪ Interprets tests and assessments for parents and students ▪ Works with students on organizational, study and test taking skills ▪ Interprets test scores, levels, progress monitoring, and benchmarks |
| <p>c. Understands and uses the results of multiple assessments to guide planning and instruction.</p> | <ul style="list-style-type: none"> ▪ Participates on IDM teams ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Initiates, coordinates, and facilitates testing (ITBS, CoGAT, Academic/Psychological testing) |
| <p>d. Guides students in goal setting and assessing their own learning.</p> | <ul style="list-style-type: none"> ▪ Assists in student goal setting ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Models and reinforces appropriate student behaviors for school success (life skills, cooperation, work completion, promptness, time management, responsibility, etc.) ▪ Works with students on organizational, study and test taking skills |
| <p>e. Provides substantive, timely, and constructive feedback to students and parents.</p> | <ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills and emotional well-being ▪ Shares performance/progress information with parents, students, and teacher as necessary |

Elementary Counselors

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| <p>f. Works with other staff and building and district leadership in analysis of student progress.</p> | <ul style="list-style-type: none"> ▪ Initiates the process of evaluation for special services (IDM Model, referrals to Child Study Teams) ▪ Participates in Instructional Decision Making process |
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Elementary Counselors

| Standard 6 | |
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| Demonstrates competence in classroom management. | |
| Criteria—The Counselor | Elementary Counseling Services |
| <p>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</p> | <ul style="list-style-type: none"> ▪ Negotiates conflict situations between students where appropriate ▪ Models and reinforces appropriate student behaviors for school success (life skills, cooperation, work completion, promptness, time management, responsibility, etc.) ▪ Works with students on organizational, study and test taking skills ▪ Facilitates personal skills development such as self awareness, decision making and problem solving ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance |
| <p>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</p> | <ul style="list-style-type: none"> ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success (life skills, cooperation, work completion, promptness, time management, responsibility, etc.) ▪ Assists in developing school-wide behavior expectations ▪ Provides behavioral interventions (office referrals) ▪ Manage special student groups such as student counsel, conflict managers and community service groups ▪ Negotiates conflict situations between students where appropriate |
| <p>c. Develops and implements classroom procedures and routines that support high expectations for learning.</p> | <ul style="list-style-type: none"> ▪ Counsels students regarding classroom behavior, work completion, academic areas and personal concerns ▪ Works with students on organizational, study and test taking skills ▪ Models and reinforces appropriate student behaviors for school success (life skills, cooperation, work completion, promptness, time management, responsibility, etc.) |

Elementary Counselors

Elementary Counselors

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| <p>d. Uses instructional time effectively to maximize student achievement.</p> | <ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Uses preparation time effectively to plan for instructional time |
| <p>e. Creates a safe and purposeful learning environment.</p> | <ul style="list-style-type: none"> ▪ Collaborates with parents/teachers on behavior modification concerns ▪ Refers and exchanges information with outside agencies (DHS, mental health professionals, law enforcement personnel, etc.) ▪ Facilitates social skills development such as anger management, conflict resolution, friendship skills, cooperation ▪ Follows up on staff and parent referrals regarding students with personal concerns ▪ Provides accessibility to counseling services during school hours |

Elementary Counselors

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| Standard 7 Engages in professional growth. | |
| Criteria—The Counselor | Elementary Counseling Services |
| <p>a. Demonstrates habits and skills of continuous inquiry and learning.</p> | <ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals ▪ Takes part in counselor meeting professional growth opportunities |
| <p>b. Works collaboratively to improve professional practice and student learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates and participates in team meetings ▪ Networks with other professionals ▪ Team-teaches with special education teachers ▪ Participates in school/community committees ▪ Mentors college interns and practicum students |
| <p>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p> | <ul style="list-style-type: none"> ▪ Creates innovative lesson plans ▪ Presents and shares knowledge with groups ▪ Implements research-based strategies ▪ Participates on action research teams ▪ Makes effective presentations to students and staff |
| <p>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p> | <ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Collects feedback on professional performance from customers ▪ Identifies professional development goals ▪ Uses Iowa Teaching Standards to identify areas of strength and areas in need of improvement |

Elementary Counselors

| Standard 8 | |
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| Fulfills professional responsibilities established by the school district. | |
| Criteria—The Counselor | |
| Elementary Counseling Services | |
| a. Adheres to board policies, district procedures, and contractual obligations. | <ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to Board policies |
| b. Demonstrates professional and ethical conduct as defined by state law and individual district policy. | <ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletters, etc.) ▪ Refers to appropriate outside agencies |
| c. Contributes to efforts to achieve district and building goals. | <ul style="list-style-type: none"> ▪ Provides representation on building and district committees ▪ Participates in district initiatives |
| d. Demonstrates an understanding of and respect for all learners and staff. | <ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students ▪ Differentiates services to meet the needs of students, staff, parents, and stakeholders |

Elementary Counselors

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| <p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates referrals to various youth oriented agencies such as YMCA, Big Brother/Big Sister, various camps, etc. (standard #4F) ▪ Provides referral/information exchanges with outside agencies (DHS, mental health professionals, law enforcement personnel, etc.) ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Is involved with parents and community groups |
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Middle School Counselors

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| Standard 1 Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. | |
| Criteria—The Counselor | Middle School Counseling Services |
| <p>a. Provides evidence of student learning to students, families, and staff.</p> <p>b. Implements strategies supporting student, building, and district goals.</p> <p>c. Uses student performance data as a guide for decision-making.</p> <p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p> <p>e. Creates an environment of mutual respect, rapport, and fairness.</p> | <ul style="list-style-type: none"> ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Interprets tests for parents, students and teachers ▪ Consults with parents, students and teachers regarding progress reports and academic history ▪ Participates in conferences, Child Study meetings, IEP meetings, etc. ▪ Initiates the process of evaluation for special services (individualized programs, referrals to Child Study Teams, IDM, etc.) ▪ Implements individual learning contracts ▪ Initiates, coordinates, and facilitates testing (ITBS, Algebra testing, etc.) ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Participates in the development and implementation of 504 plans, individualized programs, staffings and referrals, retention, attendance, student data information, academic placement, etc. ▪ Analyzes grades, test scores, etc., for academic planning purposes ▪ Provides input into scheduling and balancing class sizes ▪ Collaborates with staff ▪ Facilitates communication (initiating/returning phone calls, E-mail, snail mail, faxes, messages) to and from students, parents, and staff ▪ Facilitates parent/student orientations activities ▪ Provides referral/information exchanges with outside agencies ▪ Facilitates personal/social development (i.e. anger management, conflict resolution, friendship skills, cooperation) ▪ Facilitates new student orientation ▪ Provides support to students and families for concerns such as attendance, harassment, child abuse, etc. |

Middle School Counselors

Middle School Counselors

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| <p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p> | <ul style="list-style-type: none"> ▪ Participates in Action Research Teams, parent/teacher conferences, home visits, transitioning visits, etc. ▪ Participates in Parent/Teacher Conferences, IEP meetings, etc. ▪ Participates in school/community committees |
| <p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p> | <ul style="list-style-type: none"> ▪ Communicates with school, parents and community via newsletters, memos, letters, notes, websites, e-mail, etc. ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Facilitates the referral/information exchange with outside agencies (learning centers) ▪ Provides families with information at times outside normal day, but convenient to families (orientations, parent meetings, etc.) |

Middle School Counselors

| Standard 2 | |
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| Demonstrates competence in content knowledge appropriate to the teaching position. | |
| Criteria—The Counselor | |
| Middle School Counseling Services | |
| a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. | <ul style="list-style-type: none"> ▪ Provides crisis counseling for such topics as grief, divorce, safety, friendships, etc. ▪ Implements individual counseling based on a proven theoretical basis ▪ Provides support for students in distress based on best practices ▪ Participates in special projects (i.e. workshops, educational presentations, etc.) |
| b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. | <ul style="list-style-type: none"> ▪ Develops behavior plans for students (CST, IEP, individualized programs, etc.) ▪ Facilitates personal skills development such as self awareness, decision making, and problem solving ▪ Facilitates communication with staff, parents, students and outside agencies regarding student academic needs ▪ Provides individual academic counseling and assists with appropriate course selection |
| c. Relates ideas and information within and across content areas. | <ul style="list-style-type: none"> ▪ Acts as a clearinghouse to connect parents and the appropriate personnel for meeting student/family needs ▪ Collaborates with teachers in planning programs, field trips, etc. in a variety of areas ▪ Facilitates learning activities for students in areas such as social, emotional, behavioral, harassment, etc. ▪ Facilitates classroom presentations, parent conferences, Child Study Teams, etc. |
| d. Understands and uses instructional strategies that are appropriate to the content area. | <ul style="list-style-type: none"> ▪ Provides classroom observations on individual students or groups of students ▪ Provides counseling services by appointment or drop-in ▪ Works with students on organizational, study, and test taking skills ▪ Provides individual, small group, and classroom guidance ▪ Maintains a resource center/library for selected developmental problems/disorders ▪ Conducts needs surveys ▪ Networks with college representatives, military recruiters, etc. ▪ Conducts needs assessments |

Middle School Counselors

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| Standard 3 Demonstrates competence in planning and preparing for instruction. | |
| Criteria—The Counselor | Middle School Counseling Services |
| <p>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</p> <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> <p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p> <p>d. Selects strategies to engage all students in learning.</p> <p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p> | <ul style="list-style-type: none"> ▪ Facilitates the placement of students into proficiency classes per NCLB ▪ Provides interpretation of tests ▪ Incorporates testing and data into conferences ▪ Participates in and acknowledges building or district norms ▪ Facilitates transition activities ▪ Facilitates new student orientation ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, etc.) ▪ Facilitates parent meetings ▪ Provides individual counseling with referred students ▪ Facilitates academic and transition to high school planning ▪ Provides pre-screening for small groups ▪ Facilitates record-keeping and portfolios ▪ Facilitates new student orientation ▪ Facilitates yearly registration and academic scheduling/planning ▪ Facilitates academic placement ▪ Collaborates with staff and community-based agencies (GWAEA, medical facilities, etc.) ▪ Uses technology as a communication tool and planning instrument ▪ Uses and promotes the Internet as a resource |

Middle School Counselors

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| Standard 4 Uses strategies to deliver instruction that meet the multiple learning needs of students. | |
| Criteria—The Counselor Middle School Counseling Services | |
| <p>a. Aligns classroom instruction with local standards and district curriculum.</p> | <ul style="list-style-type: none"> ▪ Implements needs assessments ▪ Follows district curriculum in academic counseling ▪ Participates on teams and committees such as steering committees/advisory committees |
| <p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p> | <ul style="list-style-type: none"> ▪ Facilitates case studies ▪ Participates in professional growth activities ▪ Provides developmentally appropriate counseling interventions |
| <p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> | <ul style="list-style-type: none"> ▪ Strategizes with parents and staff to deal with unusual student situations/behavior ▪ Provides individual programming ▪ Prioritizes responsive/preventative/program management services ▪ Provides timely communications (phone log, e-mail responses, etc.) ▪ Coordinates community resources |
| <p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> | <ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers, and community service project groups ▪ Provides personal counseling ▪ Collaborates with community agencies such as Big Brother/Big Sister, Sylvan, Educare, ASAC, etc. ▪ Acts as a liaison with community agencies |
| <p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p> | <ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance (i.e. health and attendance issues) ▪ Provides academic planning such as summer school, retention, acceleration, etc. ▪ Collaborates with community agencies ▪ Works with students to identify student learning styles, interests, etc. |

Middle School Counselors

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| <p>f. Uses available resources, including technologies, in the delivery of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with community agencies ▪ Participates in professional growth activities ▪ Promotes and uses the Internet as a resource ▪ Facilitates homework arrangements for absences ▪ Assists in developing accommodations for students through CST/IEP |
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Middle School Counselors

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| Standard 5 Uses a variety of methods to monitor student learning. | |
| Criteria—The Counselor | Middle School Counseling Services |
| <p>a. Aligns classroom assessment with instruction.</p> | <ul style="list-style-type: none"> ▪ Monitors student progress through midterms, report cards, and teacher e-mails ▪ Provides academic planning assistance ▪ Follows-up after individual counseling sessions ▪ Facilitates and interprets standardized tests |
| <p>b. Communicates assessment criteria and standards to all students and parents.</p> | <ul style="list-style-type: none"> ▪ Interprets standardized tests ▪ Communicates with parents |
| <p>c. Understands and uses the results of multiple assessments to guide planning and instruction.</p> | <ul style="list-style-type: none"> ▪ Implements assessments such as ITBS, Pre-algebra, NEAP, etc. ▪ Provides cumulative folder and transcript interpretation ▪ Places students in at-risk programs based on test scores |
| <p>d. Guides students in goal setting and assessing their own learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates student contracts ▪ Facilitates academic conferences ▪ Aids in the enrollment and placement of new students ▪ Facilitates high school transition planning |
| <p>e. Provides substantive, timely, and constructive feedback to students and parents.</p> | <ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Provides responsive services ▪ Provides parent communication through appropriate methods to meet individual needs |
| <p>f. Works with other staff and building and district leadership in analysis of student progress.</p> | <ul style="list-style-type: none"> ▪ Assists with district assessments and surveys ▪ Provides classroom observations ▪ Participates in Child Study Teams/IEP meetings, etc. |

Middle School Counselors

Middle School Counselors

| Standard 6 Demonstrates competence in classroom management. | |
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| Criteria—The Counselor | |
| <p>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</p> | <p>Middle School Counseling Services</p> <ul style="list-style-type: none"> ▪ Mediates conflict situations between students where appropriate ▪ Makes classroom presentations ▪ Conducts parent orientation activities ▪ Provides small group counseling services |
| <p>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</p> | <ul style="list-style-type: none"> ▪ Participates in supervisory duties ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success ▪ Facilitates building behavior rules and programs |
| <p>c. Develops and implements classroom procedures and routines that support high expectations for learning.</p> | <ul style="list-style-type: none"> ▪ Participates in department meetings to establish consistency of information and services ▪ Visits with students at midterms to establish academic goals ▪ Establishes ground rules/expectations when working with students |
| <p>d. Uses instructional time effectively to maximize student achievement.</p> | <ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Schedules student contact to minimally interfere with classroom performance ▪ Conducts time/task analysis |
| <p>e. Creates a safe and purposeful learning environment.</p> | <ul style="list-style-type: none"> ▪ Collaborates with parents/teachers to create behavior modification plans when appropriate ▪ Facilitates anti-bullying/harassment activities ▪ Participates in and provides support for organizations that promote tolerance ▪ Acts as a Mandatory Reporter |

Middle School Counselors

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| Standard 7 Engages in professional growth. | |
| Criteria—The Counselor | Middle School Counseling Behavior and documentation |
| <p>a. Demonstrates habits and skills of continuous inquiry and learning.</p> | <ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals |
| <p>b. Works collaboratively to improve professional practice and student learning.</p> | <ul style="list-style-type: none"> ▪ Attends and participates in team meetings ▪ Networks with other professionals ▪ Participates in school/community committees ▪ Mentors college interns and practicum students ▪ Works with other levels to ensure smooth transitions for students |
| <p>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p> | <ul style="list-style-type: none"> ▪ Shares new information with colleagues ▪ Makes innovative, creative presentations ▪ Implements new strategies |
| <p>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p> | <ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Participates in goal-setting as required by the Iowa Teaching Standards ▪ Reviews and is knowledgeable of building, district, and state mandates |

Middle School Counselors

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| Standard 8 Fulfills professional responsibilities established by the school district. | |
| Criteria—The Counselor Middle School Counseling Services | |
| <p>a. Adheres to board policies, district procedures, and contractual obligations.</p> | <ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to completion of Board mandated graduation regulations |
| <p>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> | <ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletter, etc.) ▪ Refers to appropriate outside agencies |
| <p>c. Contributes to efforts to achieve district and building goals.</p> | <ul style="list-style-type: none"> ▪ Provides representation on building and district committees |
| <p>d. Demonstrates an understanding of and respect for all learners and staff.</p> | <ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as a mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students |
| <p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates referrals and information exchange with various community agencies ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Encourages parent involvement through conferences ▪ Is involved with parent and community groups |

Middle School Counselors

High School Counselors

| Standard 1 Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. | |
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| Criteria—The Counselor | High School Counseling Services |
| <p>a. Provides evidence of student learning to students, families, and staff.</p> | <ul style="list-style-type: none"> ▪ Assures accuracy of transcripts ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Interprets tests for parents, students and teachers ▪ Consults with parents, students and teachers regarding progress reports and academic history |
| <p>b. Implements strategies supporting student, building, and district goals.</p> | <ul style="list-style-type: none"> ▪ Initiates the process of evaluation for special services (individualized programs, referrals to Child Study Teams) ▪ Implements individual learning contracts ▪ Initiates, coordinates, and facilitates testing (ITED, PLAN, PSAT, ACT, SAT, Academic/Psychological testing) ▪ Oversees completion of graduation requirements |
| <p>c. Uses student performance data as a guide for decision-making.</p> | <ul style="list-style-type: none"> ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Facilitates college planning/Junior Conferences ▪ Participates in the development and implementation of 504 plans, individualized programs, staffings and referrals, retention, attendance, Junior Conferences, academic placement, etc. ▪ Analyzes transcripts for academic planning purposes |
| <p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p> | <ul style="list-style-type: none"> ▪ Provides input into scheduling and balancing class sizes ▪ Collaborates with staff ▪ Facilitates communication (initiating/returning phone calls, E-mail, snail mail, faxes, messages) to and from students, parents, and staff ▪ Makes classroom presentations ▪ Facilitates parent seminars and workshops ▪ Facilitates Junior conferences |

High School Counselors

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| <p>e. Creates an environment of mutual respect, rapport, and fairness.</p> | <ul style="list-style-type: none"> ▪ Facilitates personal/social development (i.e. anger management, conflict resolution, friendship skills, cooperation) ▪ Facilitates new student orientation ▪ Provides support to students and families for concerns such as attendance, harassment, child abuse, etc. ▪ Facilitates programs that support GBLTQ ▪ Facilitates the creation of a Safe Space Program |
| <p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p> | <ul style="list-style-type: none"> ▪ Participates in Action Research Teams, parent/teacher conferences, home visits, transitioning visits, etc. ▪ Participates in Parent/Teacher Conferences, IEP meetings, etc. ▪ Participates in school/community committees |
| <p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p> | <ul style="list-style-type: none"> ▪ Communicates with school, parents and community via newsletters, memos, letters, notes, websites, e-mail, etc. ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Facilitates the referral/information exchange with outside agencies (learning centers) ▪ Provides families with information at times outside normal day, but convenient to families (financial aid night, orientations, parent coffees, etc.) |

High School Counselors

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| Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position. | |
| Criteria—The Counselor High School Counseling Services | |
| <p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p> | <ul style="list-style-type: none"> ▪ Provides crisis counseling for such topics as grief, divorce, safety, friendships, etc. ▪ Implements intentional counseling based on a proven theoretical basis ▪ Provides support for students in distress based on best practices ▪ Participates in special projects (i.e. workshops, educational presentations, etc.) |
| <p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> | <ul style="list-style-type: none"> ▪ Develops behavior plans for students (CST, IEP, individualized programs, etc.) ▪ Facilitates personal skills development such as self awareness, decision making, and problem solving ▪ Facilitates communication with staff, parents, students and outside agencies regarding student academic needs ▪ Provides individual academic counseling and assists with appropriate course selection ▪ Implements an articulated sequential guidance program |
| <p>c. Relates ideas and information within and across content areas.</p> | <ul style="list-style-type: none"> ▪ Acts as a clearinghouse to connect parents and the appropriate personnel for meeting student/family needs ▪ Collaborates with teachers in planning career programs, field trips, and exposing students to a variety of career/work areas ▪ Implements programs such as CHOICES (connects interests, careers, majors, and colleges) ▪ Facilitates classroom presentations, parent conferences, Child Study Teams, etc. ▪ Facilitates case studies ▪ Understands and maintains NCAA Clearinghouse requirements and procedures |

High School Counselors

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| <p>d. Understands and uses instructional strategies that are appropriate to the content area.</p> | <ul style="list-style-type: none"> ▪ Provides classroom observations on individual students or groups of students ▪ Provides counseling services by appointment or drop-in ▪ Works with students on organizational, study, and test taking skills ▪ Provides individual, small group, and classroom guidance ▪ Maintains a resource center/library for selected developmental problems/disorders ▪ Conducts needs surveys ▪ Networks with college representatives, military recruiters, etc. ▪ Conducts needs assessments |
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High School Counselors

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| <p>Standard 3 Demonstrates competence in planning and preparing for instruction.</p> | |
| <p>Criteria—The Counselor High School Counseling Services</p> | |
| <p>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Facilitates the placement of students into proficiency classes per NCLB ▪ Provides interpretation of tests ▪ Incorporates testing and data into conferences |
| <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> | <ul style="list-style-type: none"> ▪ Facilitates class presentations on graduation requirements/post-secondary planning ▪ Facilitates transition activities ▪ Facilitates new student orientation ▪ Provides registration group meetings ▪ Facilitates parent nights |
| <p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Provides individual counseling with referred students, suspended students ▪ Facilitates academic and post-secondary planning ▪ Implements programs such as the CHOICES program ▪ Provides pre-screening for small groups ▪ Facilitates record-keeping and portfolios ▪ Facilitates new student orientation |
| <p>d. Selects strategies to engage all students in learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates yearly registration and academic course planning ▪ Facilitates academic placement |
| <p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with staff and community-based agencies (GWAEA, medical facilities) ▪ Makes PowerPoint presentations on a variety of issues ▪ Uses and promotes the Internet as a resource |

High School Counselors

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| <p>Standard 4 Uses strategies to deliver instruction that meet the multiple learning needs of students.</p> | |
| <p>Criteria—The Counselor High School Counseling Services</p> | |
| <p>a. Aligns classroom instruction with local standards and district curriculum.</p> | <ul style="list-style-type: none"> ▪ Implements needs assessments ▪ Follows district graduation requirements and curriculum in academic counseling ▪ Participates in department meetings on matters of curriculum ▪ Participates on teams and committees such as steering committees/advisory committees |
| <p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p> | <ul style="list-style-type: none"> ▪ Implements programs such as the CHOICES program ▪ Facilitates case studies ▪ Participates in professional growth activities ▪ Provides developmentally appropriate counseling interventions |
| <p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> | <ul style="list-style-type: none"> ▪ Strategizes with parents and staff to deal with unusual student situations/behavior ▪ Provides individual programming ▪ Prioritizes responsive/preventative/program management services ▪ Provides timely communications (phone log, e-mail responses, etc.) |
| <p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> | <ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers, and community service project groups ▪ Provides personal counseling ▪ Collaborates with community agencies such as Workplace Learning Connection (job shadowing, internships, etc.) ▪ Acts as a liaison with community agencies ▪ Discusses club and extracurricular activities for new and veteran students |
| <p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p> | <ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance (i.e. health and attendance issues) ▪ Provides academic planning ▪ Collaborates with community agencies such as Workplace Learning Connection (job shadowing, internships) ▪ Assists with the completion of scholarship and college applications |

High School Counselors

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| <p>f. Uses available resources, including technologies, in the delivery of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with community agencies ▪ Participates in professional growth activities ▪ Promotes and uses the Internet as a resource ▪ Facilitates homework arrangements for absences ▪ Assists in developing accommodations for students through CST/IEP |
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High School Counselors

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| Standard 5 | |
| Uses a variety of methods to monitor student learning. | |
| Criteria—The Counselor | High School Counseling Services |
| a. Aligns classroom assessment with instruction. | <ul style="list-style-type: none"> ▪ Monitors student progress through midterms, report cards, and teacher e-mails ▪ Provides academic course planning ▪ Follows-up after individual counseling sessions ▪ Facilitates and interprets standardized tests |
| b. Communicates assessment criteria and standards to all students and parents. | <ul style="list-style-type: none"> ▪ Interprets standardized tests ▪ Communicates with parents |
| c. Understands and uses the results of multiple assessments to guide planning and instruction. | <ul style="list-style-type: none"> ▪ Implements assessments such as PLAN, PSAT, ACT, SAT, AP Exams, ASVAB, etc. ▪ Provides transcript interpretation ▪ Places students in at-risk programs based on test scores |
| d. Guides students in goal setting and assessing their own learning. | <ul style="list-style-type: none"> ▪ Facilitates student contracts ▪ Facilitates academic conferences ▪ Aids in the enrollment and placement of new students ▪ Facilitates post-secondary planning |
| e. Provides substantive, timely, and constructive feedback to students and parents. | <ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Provides responsive services ▪ Provides parent communication |
| f. Works with other staff and building and district leadership in analysis of student progress. | <ul style="list-style-type: none"> ▪ Assists with district assessments and surveys ▪ Provides classroom observations ▪ Participates in Child Study Teams/IEP meetings |

High School Counselors

| Standard 6 Demonstrates competence in classroom management. | |
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| Criteria—The Counselor | High School Counseling Services |
| a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. | <ul style="list-style-type: none"> ▪ Mediates conflict situations between students where appropriate ▪ Makes classroom presentations ▪ Conducts parent workshops ▪ Provides small group counseling services |
| b. Establishes, communicates, models, and maintains standards of responsible student behavior. | <ul style="list-style-type: none"> ▪ Participates in supervisory duties ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success |
| c. Develops and implements classroom procedures and routines that support high expectations for learning. | <ul style="list-style-type: none"> ▪ Makes classroom presentations ▪ Participates in department meetings to establish consistency of information and services ▪ Visits with students at midterms to establish academic goals ▪ Establishes ground rules/expectations when working with students |
| d. Uses instructional time effectively to maximize student achievement. | <ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Schedules student contact to minimally interfere with classroom performance ▪ Conducts time/task analysis |
| e. Creates a safe and purposeful learning environment. | <ul style="list-style-type: none"> ▪ Collaborates with parents/teachers to create behavior modification plans when appropriate ▪ Facilitates anti-bullying/harassment activities ▪ Participates in and provides support for organizations that promote tolerance ▪ Acts as a Mandatory Reporter |

High School Counselors

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| Standard 7 | |
| Engages in professional growth. | |
| Criteria—The Counselor | High School Counseling Behavior and documentation |
| a. Demonstrates habits and skills of continuous inquiry and learning. | <ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals |
| b. Works collaboratively to improve professional practice and student learning. | <ul style="list-style-type: none"> ▪ Attends and participates in team meetings ▪ Networks with other professionals ▪ Team-teaches with special education teachers ▪ Participates in school/community committees ▪ Makes college visits/tours ▪ Mentors college interns and practicum students |
| c. Applies research, knowledge, and skills from professional development opportunities to improve practice. | <ul style="list-style-type: none"> ▪ Shares new information with colleagues ▪ Makes innovative, creative presentations ▪ Implements new strategies |
| d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals. | <ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Participates in goal-setting as required by the Iowa Teaching Standards ▪ Reviews and is knowledgeable of building, district, and state mandates |

High School Counselors

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| Standard 8 Fulfills professional responsibilities established by the school district. | |
| Criteria—The Counselor | High School Counseling Services |
| <p>a. Adheres to board policies, district procedures, and contractual obligations.</p> | <ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to completion of Board mandated graduation regulations |
| <p>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> | <ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletter, etc.) ▪ Refers to appropriate outside agencies |
| <p>c. Contributes to efforts to achieve district and building goals.</p> | <ul style="list-style-type: none"> ▪ Provides representation on building and district committees |
| <p>d. Demonstrates an understanding of and respect for all learners and staff.</p> | <ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as a mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students |
| <p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates referrals and information exchange with various community agencies ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Encourages parent involvement through conferences ▪ Is involved with groups such as the PTA |